

**FACTORS INFLUENCING MANAGEMENT OF PRIVATE SECONDARY
SCHOOLS IN MACHAKOS COUNTY, KENYA**

MULI MILKA KOKI

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DECLARATION

The research project is my original work and has not been submitted for the award of any Degree or any other award in any university.

Signature

Date

.....

.....

Milka Koki Muli

L40/10863/2018

This research has been presented for examination with my approval as the university supervisor.

Signature

Date

.....

.....

Dr. Joyce Atieno

Lecturer.

Open learning programmes.

University of Nairobi.

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First am grateful to almighty God for helping me this far.

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TABLE OF CONTENTS

DECLARATION	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vii
LIST OF FIGURES	viii
ABBREVIATIONS AND ACROYNMS	ix
ABSTRACT	x
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.	3
1.3 Objectives of the Study.	4
1.4 Research Questions.	5
1.5 Significance of the Study.	5
1.6 Assumptions of the Study.	6
1.7 Limitations of the Study.....	7
1.8 Delimitations of the Study.....	7
CHAPTER TWO	8
LITERATURE REVIEW	8
2.1 Introduction	8
2.2 General academic qualifications of school managers and their influence on Management of private secondary schools.	8
2.3 Sources of Finances and their influence on management of private secondary schools.	10
2.4 Working Relationships and their influence on Management of private secondary schools.	13
2.4 Government Policies and their influence on Management of private secondary schools.	13

2.5 financial agency theory.....	15
2.5. 1 Teacher leadership Model.	16
2.6 Conceptual Framework.	18
2.7 Summary of literature review.....	19
2.8 research gap.....	19
2.9 operationalisation of variables.....	21
CHAPTER THREE.....	23
RESEARCH METHODOLOGY.....	23
3.1 introduction.....	23
3.2 research design.....	23
3.3 Target Population.	23
3.4 Sampling Technique.....	24
3.5 Research Instruments.	24
3.6 Validity and Reliability.	25
3.7 Data collection Procedure.	25
3.8 Data Analysis.	26
4.0 CHAPTER FOUR.....	27
4.1 Introduction.....	27
4.1.1. Response Rate.....	27
4.1.2 Demographic Data.....	27
4.2 Descriptive Analysis.....	28
4.2.1 Qualifications of school Principals.....	28
4.3 Sources of finance on Management of private Secondary Schools.....	30
4.4 Working Relationships between School owners and School Principals.....	31
4.5 Government Policies.....	33
4.6 General Management.....	34
CHAPTER FIVE.....	36
SUMMARY, CONCLUSION AND RECOMMENDATION.....	36
5.1. Introduction.....	36

5.1.1 The influence of qualifications of school principals on management of private secondary schools.....	36
5.1.2 The influence of sources of finance on management of private secondary schools	36
5.1.3 The influence of working relationships between school owners and school principals on management on private secondary schools	37
5.1.4 The influence of government policies on management of private schools	37
5.2 Conclusion.....	38
5.3 Recommendations	38
REFERENCES	40
APPENDIX I: INTRODUCTION LETTER	42
APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS.....	44
APPENDIX III: QUESTIONNAIRE FOR SCHOOL OWNERS.....	49

LIST OF TABLES

Table 1: Research Gap	20
Table 2: Operational framework	22
Table 3: Sample Size	24
Table 4: Response Rate.....	27
Table 5: Gender	27
Table 6: Age bracket.....	28
Table 7: Marital status	28
Table 8: Qualifications of school Principals	28
Table 9: Level of education	29
Table 10: Highest academic qualifications	29
Table 11: Teaching experience	30
Table 12: The main source of working capital in your school.....	30
Table 13:The main source of working capital in your school.....	30
Table 14: Major funding	31
Table 15: Period you worked in this school.....	32
Table 16: Relations with the school owner.....	32
Table 17: Frequency of supervision of all employees in the school	33
Table 18: How is the working relationship between you and your employer.....	33
Table 19: Population category of learners	34
Table 20: The student population	35
Table 21: Teacher Turnover.....	35

LIST OF FIGURES

Figure 1: Conceptual Framework	18
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ABBREVIATIONS AND ACROYNMS

UNESCO United Nations Educational, Scientific & Cultural Organization.

KPSA Kenya Private Schools Association.

EFA Education for All.

SSA Sub-Saharan Africa.

UN United Nations.

GOK Government of Kenya.

HR Human Resources.

SPSS Statistical Package for Social Sciences.

K.C.S.E Kenya Certificate of Secondary Education.

ABSTRACT

Management of private schools has to do with the art of getting people together to accomplish desired goals through planning, organizing, sourcing, leading or directing in schools that are owned, funded, managed and financed by the actors other than the state although the state may control part or most of the school functions. This study was conducted to evaluate the Factors Influencing Management of Private Secondary Schools in Machakos County, Kenya. The objectives of the study were to find out to what extent principals qualifications, sources of finance, working relationships and government policies influence management of private secondary schools in Machakos County, Kenya. The research used descriptive study design to accomplish the research objectives. Machakos County has a total of 96 private secondary schools and 30 schools were chosen randomly from each sub-county. The respondents of the study were school principals and school owners of the chosen schools. The study therefore used a sample size of 60 respondents. Questionnaires will be used to acquire data from the respondents. Cronbachs alpha technique was used to test reliability. Simple random sampling was used to select the sample size. Primary data was collected to achieve the objectives of the study. The data collected was analyzed using descriptive technique with the help of Statistical Package for Social Sciences (SPSS) program. Data shall be presented in tables and charts and interpretations made according to the research objectives. Conclusions and new recommendations were drawn based on the analysis and interpretation of data collected from the respondents.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study.

Education act 1968 defines a manager as any person responsible for the management of a school. The term management can be defined as the art of getting people together to accomplish desired goals through planning, organizing, sourcing, leading or directing and controlling for the purposes of accomplishing a goal. (Lewy, 1991). Although the education act of Kenya confers extension powers to the ministry of education over management and regulation of education, the day to day affairs of the school lies in the hands of the principal. Kitaev (1999), defines private education as all formal schools that are not public and may be funded, owned, managed and financed by actors other than the state, even in cases where the state helps part or most of the funding and has considerable control over these schools.

Issues of education quality, rather than mass production need to move to the fore front of the educational agenda of policy makers. Considering the huge private investment of secondary education, there is urgent need to evaluate how effectively the investment is being utilized by examining the quality of educational management, the candle of qualified teachers, government policies and quality of teaching and learning (UNESCO, 2003).

In India, the structure of management in private schools were run as private operations of individuals or teams of family members who were the sole owners or the principal was a close family friend(Prachi, Srivastave, 2005). Also, Babak Shahmonsouri 2012 found that leadership style in most schools in India was collective and participative in nature.

A study conducted in Europe saw that the long term objective of business schools has increasingly been to become more involved in regional economic and social developments through closer business industry collaboration such as management and leadership education programs (Darabi &Murray, 2012).

According to the education act 1968, management of all secondary schools is done by head teachers who establish a board of management to assist. The ministry of education in Kenya in turn has to oversee that management is done with an objective of offering education to the learner. Currently, trained teachers prefer working in the public sector due to the many allowances and better enumeration, considering that majority of the private schools entrepreneurs are not trained teachers, the ministry of education expects them to hire trained managers and teachers. This study therefore sets to investigate the factors influencing management of private secondary schools in Machakos County.

Private schools in Kenya are owned by entrepreneurs, companies, churches, trusts and other players. Emergence could be traced to 1846 when missionaries established private schools with limited government control, Kukali (2013). At independence, the demand for more secondary schools resulted in the concept of the harambee or community based schools (Kipsoi, Changa and Sang, 2012). The communities were to build physical structures, hire teachers and support staff with limited support from the exchequer until

1988 when such institutions were integrated into public schools category on recommendations of the Kamunge commission's report of 1986. The emergence of harambee schools offered a door for private entrepreneur's entry into provision of secondary education into Kenya, which for a long time didn't have sound educational management practices (Kiilu, 2012). While the public may have been slightly unfamiliar and uncomfortable with the concept of private schools at inception, indicators were that such institutions could provide equally superior education at secondary level (Makewa, Role, Nyamboga, 2011). However challenging, private sectors role in the provision of education has increased and the private sector should not be left behind when addressing the needs of education in any country.

1.2 Statement of the Problem.

Machakos County has approximately ninety six private secondary schools (KPSA, 2019). The effectiveness of school management in private secondary schools is vital. Currently, private secondary school entrepreneurs complain a lot of nomad teachers who work in their schools awaiting government employment. Therefore, the researcher is interested in understanding the factors influencing management of private secondary schools in Machakos County. This will involve looking at the qualification of school principals and teachers, availability of finances, government policies and working relationships in private schools and their influence on management.

According to Bryson (1999), strategic planning is important in an organization. Wenham (2004) observes that, in a strategic planning process, resources such as people, skills, facilities and money to implement the strategy must be adequate. Nickols(2012), argue

that, the position of a manager in the present day involves a lot of responsibility and stress, managers today are expected to produce results irrespective of whether the situation are in favor of them or not. Ndabise (2009) observed that, effective school research and school reforms of the late 1970s and 1980s had the interest in understanding principles in management. Studies conducted have highlighted many of the factors associated with strong leadership which include resourcefulness, participatory democracy and financial management skills. Ndungu (2014) concluded that there is need for in-service training in order to enable school principals integrate school knowledge and integrate changes in the management of institutions so as to make them relevant to society.

All the recommendations and observations have not been applied in private secondary schools because the researchers made their recommendations to public schools. We need private secondary schools in as much as we need public schools, hence the need for this research.

1.3 Objectives of the Study.

The study will be guided by the following objectives;

- i. To establish the influence of qualifications of school principals on management of private secondary schools in Machakos county, Kenya.
- ii. To establish the influence of sources of finance on management of private secondary schools in Machakos County, Kenya.

- iii. To determine the influence of working relationships between school owners and school principals on management on private secondary schools in Machakos county.
- iv. To establish the influence of government policies on management of private schools in Machakos County.

1.4 Research Questions.

The study seeks to answer the following research questions.

- i. How does qualifications of principals influence management of private secondary schools in Machakos County?
- ii. How does sources of finance influence management of private secondary Schools in Machakos County.
- iii. How does working relationships between school owners and managers influence management of private secondary schools in Machakos County?
- iv. To what extend does government policies influence management of private secondary schools in Machakos County?

1.5 Significance of the Study.

The research is of particular interest to schools owners, public (government administrators) and all those with vested interest in education. Over the years, private schools in Kenya have played a significant role in shaping and developing education in

Kenya. In spite of this, there is surprisingly very little research available on private schools management.

The research would benefit public administrators by understanding the factors that influence private school management. It will also recommend how the existing practices can be improved and how to improve on the factors that influence private schools management. Consultants on private institutions will also find this study of help as they will gain insights into the factors influencing management of private schools and thus come up with strategies to ensure that these institutions adopt best practices in management.

The results of this study will contribute to the growing body of knowledge on private schools management and supervision. Academic researchers and scholars will find this research a useful guide for further research in the field of private education in Kenya.

1.6 Assumptions of the Study.

The assumptions of this study will be:

- i. School owners and managers approached will be truthful and honest and gave correct answers.
- ii. The respondents will be available and willing to give appropriate and reliable responses.
- iii. The research variables will adequately answered issues influencing management of private secondary schools in Machakos County.

1.7 Limitations of the Study.

The limitation of the study will be;

- i. Time to conduct the study might be limited.
- ii. Availability of resources to visit sampled schools in all counties in Machakos County.

1.8 Delimitations of the Study.

The study focused on private secondary schools management in Machakos County. The target is to get information from head teachers and school owners in Machakos County. The factors that will be considered in the study are ;managers qualifications and their influence on management, sources of finance and their influence on management , working relationships between school owners and principals and their influence on management of private secondary schools in Machakos county and the influence of government policies to the management of private schools in Machakos county.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section discusses factors influencing management of private secondary schools in Machakos County. It presents the literature review on how academic qualifications of school managers influence management of private schools, how availability of finances influence management of private secondary schools, determine how working relationships between private school owners and their school managers influence management of private secondary schools and establish to what extent the available government policies influence management of private schools.

2.2 General academic qualifications of school managers and their influence on Management of private secondary schools.

Merriam - Webster Dictionary defines 'qualification' as a special skill or type of experience or knowledge that makes someone suitable to do a particular job or activity. Therefore, teachers' qualification is a particular skill or type of experience or knowledge someone possesses to make him or her suitable to teach. Teachers' qualifications could, therefore, mean all the skills a teacher requires to teach effectively. Such skills include formal education, experience, subject matter knowledge, pedagogy studies, duration of training, certificate/licensing and professional development (Zuzovsky, R, 2009).

Someone might have a teaching certificate at hand but without adequate knowledge of subject matter, this individual has no teaching qualifications yet. Similarly, someone

without proper knowledge of pedagogy or someone who spent few years in training without completing the required years does not possess teacher qualifications (Darling, Hammond, K, Berry ,B, & A ,Thoreson,2007) . Professional development and experience also count for teachers’ qualifications because several studies have revealed this (Helk, R .H (2007). Qualification is one of the critical factors that drive students’ academic performance (Hakielimo, 2011). (Eryilmaz, A., &Laslan, H, 1999) observed that one of the most important factors in the teaching process is a qualification of the teacher. The perspective of (Ibrahim, A.2000) was that teachers’ qualifications can go a long way to bring about students’ higher academic achievement. Teachers’ profession relates to competence in instruction and management of students and materials in the classroom (Hamilton ekeke, J, 2013). Teachers’ qualifications, therefore, might not only be the certificate someone is holding as erroneously conceived by some people. Teachers’ qualifications are more than just holding a certificate of any institution. (Zuzovsky, R, 2009) in her study on “Teachers’ qualifications and their impact on students’ teachers’ qualifications revealed seven indicators that are:

- Teachers’ formal education
- Teachers’ education in the subject matter of teaching
(In-field preparation)
- Teacher education in pedagogical studies
- Duration of the preparation period
- Certification and licensing status
- Years of experience
- Preparation in professional development activities

Eshiwani(1993), Okumbe (1999), Mutai(2003) all observed that there is no set criteria in Kenya to enumerate the skills a person should process to qualify for appointment of a head teacher. Ngure (2014) did a study on the impact in-service training on head teacher's managerial skills and indicated that education is very important tool in many nations since it's tied to all aspects of development. Therefore the need for training and retraining through in-service

Today, education has expanded with large classrooms and many students which is a challenge to the new age teacher. There is also multidimensional education which is a challenge but also expected to result in overall development of a student. In addition to curricular aspects, schools emphasize co-curricular and extra- curricular aspects as well. All these demand managerial skills in a teacher without which educational objective will not be met. Teachers work in an institution besides taking classes may include administrative such as managing admission process, examination, sports , timetable, library, laboratory all of which are attained through training, (Ndambise ,2009).

Due to changes of managerial positions, teachers need to have the managerial skills so as to enable them have the managerial challenges forth with. (Lisa, 2014).

2.3 Sources of Finances and their influence on management of private secondary schools.

In other countries, private investment of education has been challenging. Therefore, different governments have increased its role in private provision of education. In Colombia, public support for private education involved introduction of a voucher system in response to the shortage of secondary schools. In Chile, the introduction of a voucher

system has enabled the private sector to participate in both primary and secondary level and since then the share of students in private schools has tremendously increased. In cote d' Ivore, the government runs a program of s sponsoring public students to attend private schools. Under the scheme, private schools received payment for each public student placed at their institution. The government sponsors students in lower and upper secondary schools and also technical and professional training, also, the ministry of finance ratifies fees. In countries like china and Indonesia, private schools receive direct subsidy differentiated by level of education (secondary schools in China) and region (rural private schools in Indonesia) while aided private schools in India receive substantial support almost indistinguishable from public schools. In Gambia and Zimbabwe, direct subsidies take the form of teacher salaries to grand aided schools (James's, 1991). In Tanzania and Mauritania, the government has in collaboration with multilateral and bilateral donors provided funds for private secondary schools. In Tanzania, through the establishment of a National Trust Fund (NTF), private secondary schools meet their capital and teacher training cost while in Mauritania; a mutual fund company provides loans.

In Kenya, all secondary private schools are classified as unaided (Education act, cap 212).According to KIPPRA (2007), the main sources of startup finances in private schools is own savings (21%) and NGOS (20%). Other sources include, bank loans (14%), sale of stock (9%), family friends (12%), private money lenders (19%) and informal sources like harambee/self help group financing (15%). The financial sources for working capital and anticipated investment are mainly from schools fees. Other sources were bank loans and overdrafts, community trust fund, harambee and private

donations from individuals. Private schools in the country do not receive any funds from the government in terms of grants or bursaries.

Management skills are considered key factor in the management of finances. The principal must have a basic understanding of financial management so as to give the necessary instruction as the head of the school. Ho (2010) did a study to the prospects on the prospects for the implementation of school based financial management in Taiwan. He found that planning is very crucial in identifying those parameters on which planning can be based such as time limit, time available, individual capacity, resources available or ultimate purpose of the activity. Good and Drophy(2012) explains that school reforms may require greater decentralization, a step in which teams of individuals who actually provide the service are given decision making authority and held accountable for results. In Kenya, the head teacher disseminates duties of finance management to accountants who are either school clerks or bursars. Therefore, professionals are very essential in any organization.

According to Brunet (2002), the financial managers skills, competencies and trust that person establishes with the school owners or the principal is invaluable. Many private school owners do not have the necessary financial skills (Mestry, 2004) hence they are not able to solve financial crisis in a school. This calls for employment of qualified accountants who manage finances in the school on their behalf. If private education in Kenya is to meet the needs of the people, there is need to reform the regulatory environment to the private schools by helping in building private financing schemes.

2.4 Working Relationships and their influence on Management of private secondary schools.

The literature on human resource management clusters human resource (HR) functions into a number of groups including human resource planning, recruitment & staffing, motivation & retention, training & development, performance appraisal and finally human resource relations, benefits & security. All HR functions work together as a system and a problem in retention of organizational members can be as a result of poor planning or performance appraisal (Bratton, 1999)

Employees have interactions with leaders and co-workers, and both types of relationships can be positive or negative. Theoretically, leaders can be supportive or antagonistic (Tierney and Tepper, 2007). Social support is a useful resource for enhancing employees proper functioning in an organization (Ng & Sorensen, 2008). Ngamae (2006) notes that, there is more nomad teacher who jump from one school to another and are therefore a destabilizing factor. He noted that getting to recruit teachers in private schools is not the problem, but the problem is to retain the teachers for a long time. This is a clear issue that there are certain issues that need to be addressed in private schools, specifically those related to job satisfaction.

2.4 Government Policies and their influence on Management of private secondary schools.

The government of Kenya is committed in implementing education goals including Education for All (EFA) and Universal Primary Education (UPE). State involvement in

education has been justified on the grounds that there would be under investment if such an important sector is left to market dynamics. The demand for education has grown so rapidly that almost no government can adequately provide adequate education facilities without the participation of the private sector (KIPPRA, 2007).

Achieving education for all(EFA) has been a priority for developing countries since the 1990s, some countries in sub-Saharan Africa (SSA)have adopted the universal primary and secondary education policy, which advocates for abolition of tuition fees(Avenstrup, Liang & Nolleman(2004),UNESCO, (2008). The convention on the rights of children (1989) has recognized fees abolition as a way of ensuring equal access to education for all children regardless of cultural, economic and social backgrounds.

The guidelines that have been enacted to enforce the basic education act include provisions for the alternative provisions of basic education and training. However, it's unclear how these two sets of guidelines fit within the legal framework set by the basic education act; which arguably aimed at eliminating non-formal schools to ensure the provisions of formal, quality and public education for all(UN, 2015).

In 2019, the new form one admission policy that centralizes school placement at the education ministry headquarters and warns that any student not admitted in the secondary school chosen by the ministry would not receive fees subsidy given to secondary scholars was a big blow to parents and the private sector of education (daily Nation, 2019).

Although, the 100% transition policy to form one is supposed to benefit both private and public sector, the form one selection criteria leaves the researcher with questions whether the policy really benefited that intermesh of private school intake?

Although current education reform policy in Kenya encourage potential contributions of household and private sector (Government of Kenya (GOK), 2005a), these issues affecting private sector investment in primary and secondary education have not been assessed adequately.

2.5 Financial Agency Theory

This study was guided the financial agency theory to a greater extend. Financial agency theory is a way of monitoring the work of an agent. The theory also emphasizes the cost and the benefit of the agent- employee relationship. Beneficial agency cost is one that increases a shareholders' value while unwanted agency cost arises when management actions conflicts with those of share holders. This theory was developed by financial economist Michael c. Jensen and management theorist William h. Meckling and published it in the journal of financial economics in 1976. According to Meckling and Jensen, agency relationship is a contract whereby one person who is the owner of an organization hires another person who is an agent, to perform some duties on his behalf. The company owner delegates decision making authority to the agent. They also argue that, the theory postulates that the company owner has to deal with the issues of being in control of all the affairs in an organization. They select the agent and monitor their actions so as to ensure that they are working to their level best.

The theory is applicable in this study since private secondary schools are managed by the owners by employing agents like head teachers, teachers, bursars and account clerks to perform different duties on their behalf. The principal has authority to make decisions for the school on behalf of the schools owners. The school owner intern has to monitors how well these agents (head teachers, teachers, account clerks etc) are performing their duties.

The school owners together with the agents hold meetings once in a while to come up with strategies which will be used in the management of the school.

2.5. 1 Teacher leadership Model.

There are clear links between teacher leadership and distributed leadership. Frost (2008: 337) characterizes the former as involving shared leadership, teachers' leadership of development work, teachers' knowledge building, and teachers' voice.

Muijs and Harris's (2007) in three UK schools showed that:

‘Teacher leadership was characterized by a variety of formal and informal groupings, often facilitated by involvement in external programmes. Teacher leadership was seen to empower teachers, and contributed to school improvement through this empowerment and the spreading of good practice and initiatives generated by teachers’.

Kimberley (2005) cautions that developing teacher leadership in ways that promote student achievement presents difficulties. Teacher leaders with high acceptability among their colleagues are not necessarily those with appropriate expertise. Conversely, the micro-politics within a school can reduce the acceptability of those who have the expertise. Stevenson (2012) argues that the interpretation of teacher leadership is managerial in nature and inherently conservative. Helderbran (2008) notes that teacher leadership ‘remains largely an academic topic and, even though inroads have been made, teacher leadership remains more a concept than an actuality’. Muijs and Harris (2007) conclude that ‘teacher leadership requires active steps to be taken to constitute leadership teams and provide teachers with leadership roles. A culture of trust and collaboration is

essential, as is a shared vision of where the school needs to go, clear line management structures and strong leadership development programmes.

It is difficult to imagine distributed leadership becoming embedded in schools without teacher leaders. This suggests that teacher leadership should be conceptualized as a shared, rather than a solo, model. Both models are underpinned by the notion of shared values. The theory of teacher leadership is significant in this study because all private secondary schools require teachers who are leaders and this leadership is supposed to be shared among many in the school set up.

2.6 Conceptual Framework.

The figure 1 below shows the relationships between dependent and independent variables

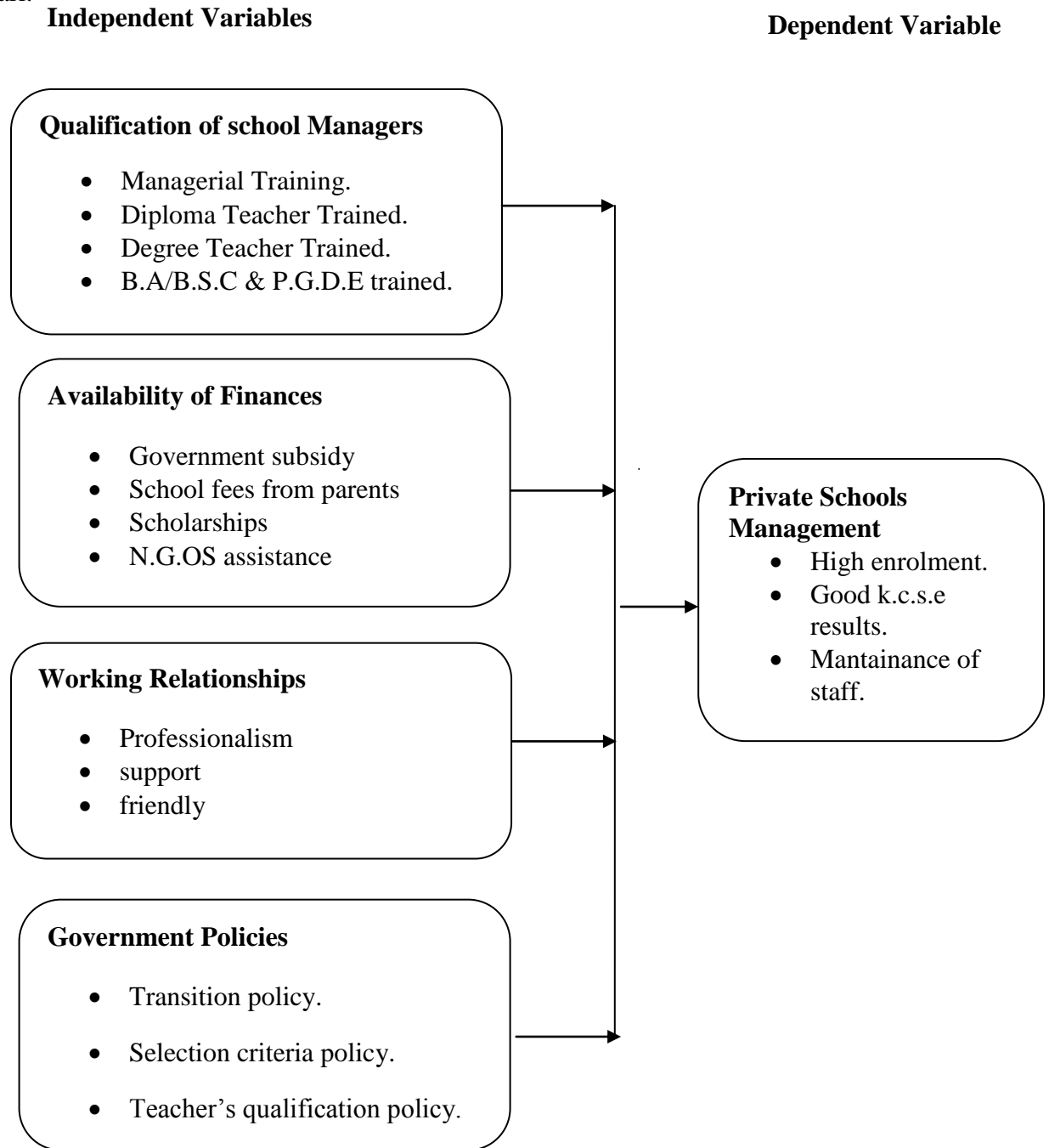


Figure 1: Conceptual Framework

2.6 Summary of the literature Review.

In Kenya although current education reforms policies encourage potential contributions of household and private sector (G.O.K, 2005), the issues of private sector investment in primary and secondary education have not been accessed adequately.

However in other countries, different models of private sector participation in education exist. Within Asia, other pacific regions and other parts of the world, shifts in ownership, management and control of education institutions are observed. In some cases, this involves increased role of government. The main form of assistance is government subsidy, investment incentives and support inform of loans.

On qualifications of schools principals, research done shows that those who are qualified perform well in management. Qualification entails academic qualification, years of experience and management training.

On relationships, research done has shown that professional relationships in any organization and consultative management have enabled many organizations to meet their goals and objectives.

On government policies, they are inadequate about issues of private schools and majority of them are not in favor of such schools.

2.7 Research gap.

The empirical evidence on factors affecting general management of private secondary schools has not been fully brought to light especially in Kenya. Many scalars have done research closely related with management of private schools but majority majored on

particular variable on management. The table below summarizes what has been studied and the research gaps identified which necessitated this research

Table 1: Research Gap.

Topic /author/year	Objectives	Findings	gap for study
Factors affecting financial Management practices in Public secondary schools By Lucy Wanjiru Nyaga (2016).	Investigate the factors affecting financial management practices in public secondary Schools.	head teachers and B.O.M member's with knowledge on financial management skills performed better .	this is just one variable in the study not general management of private schools.
Private sector investment primary & secondary Education in Kenya . By Nancy. N. Nafula Eldah N.Onsomo, paul k. kimalu(KIPPRA, 2007).	Investigate how private sector has invested in education Kenya.	Private investors had invested more in primary than secondary Schools in Kenya. also the legal framework to regulate education is limited.	it did study in management of public secondary schools in Kenya.
Private sector investment In South Africa: the legal Status & management of Private schools. By Joan Maureen squelch(1997).	confined to discuss on aspects relating to private schools governance, public funding of Private schools, teacher Appointment& discipline, students administration & religious freedom.	on legal aspects there continues to be a war between public sector & private schools . The government provides help to private schools but with a lot of laxity.	the research was conducted in south Africa & the researchers objective Differ from this research objectives.

2.8 Operationalization of variables.

The study will operationalize factors influencing management of private secondary schools. The independent variables are qualifications of private schools principals, sources of finances for private secondary schools, working relationships and government policies of private schools. The dependent variable is management of private secondary schools. The following operationalization table gives an insight of how all the various variables will be measured, analyzed and conclusion drawn thereafter.

Table 2: Operational framework

Objective	Variables	Indicators	Scale	questionnaire
To establish the influence of qualifications of school principals in management.	independent. qualifications of school principals.	-Managerial training. -teacher training.	ORDINAL	SECTION B
Establish influence of Sources of finance on Management of private Schools.	independent. sources of finance.	-school - fees -scholarships -subsidies	ORDINAL	SECTION C
Determine influence of working relationships between school principals & owners on management of private schools.	independent. working relationships	-professional -support. -friendly	ORDINAL	SECTION D
Establish influence of Government policies On management of Private schools	independent -government policies	-T.s.c registered -friendly intake -transitions to s-	ORDINAL	SECTION E
	Dependent. Management of Private schools	-good results. -many learners - mantain teachers.	INTERVAL, ORDINAL.	SECTION F

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section describes the research design, target population of the study, sampling procedure and sample size, research instruments and an explanation of the data collection procedures as well as data analysis methods to be used in the study.

3.2 Research Design.

Research design is a plan used to obtain answers to research questions (Orodho, 2005). According to Cooper & Schindler (2006), research design is a way of measuring & analyzing the collected data so as to achieve the research objective. This study adopted a descriptive research design to find the factors influencing management of private secondary schools in Machakos County. Under descriptive research, the research adopted survey research design which involved collecting data through administering questionnaires to sample the individuals.

3.3 Target Population.

The target population consisted of private school owners and the principals of private secondary schools in Machakos County. Machakos County was preferred because it was convenient to the researcher. The sampling frame was obtained from principals. According to Combo and Triumph (2006), a sampling frame enables the researcher to come up with a way of choosing particular members of the targeted population to be interviewed in the survey. There are 96 private secondary schools in Machakos County

(K.P.S.A, 2019). The research targeted 30 secondary private schools out of 96 schools which is 31% above 30% which is recommended by Mugenda (2003). The 30 private secondary schools have been in existence for over five years. The study concentrated on private secondary schools in Machakos County only, public schools were excluded because their management is in the hands of public servants employed by the government of Kenya.

3.4 Sampling Technique.

This involves showing the different ways of coming up with a sample. This study will use multi stage sampling to select 30 private secondary schools out of the 96 and then sample the respondents from the 30 schools in Machakos County. The private school owners and the principals of the private schools will be respondents. Therefore, the study will have 60 respondents.

Table 3: Sample Size

Target Population	Population Size	Sample Size	Percentage Representation
School owners	96	30	50
Principals	96	30	50

3.5 Research Instruments.

This study used structured questionnaires which were constructed to enable the researcher gather information from private school owners and principals who are directly involved in management of private secondary schools in Machakos County. The

questionnaires will contain items of both open and closed ended questions addressing the research objectives. The researcher will introduce herself to the respondents using a cover letter which was attached to the questionnaire.

3.6 Validity and Reliability.

According to Rodeo (2004), validity seeks to find out if an instrument will measure exactly what it is supposed to measure. This test enables the researcher to show the extent to which the measures represent the concept in the research (coopers & Schindler, 2003). The researcher will conduct a pilot study from Machakos County where 10 principals and private school owners of 10 schools that were not sampled for the study will be used in the piloting. Pilot study will enable the researcher to assess the clarity of the questionnaires to improve the quality of the research instrument hence more valid research. University supervisor will aid in face and content validation of the instrument. Also, the study will seek to adopt a Cronbach's alpha test in determining the reliability of the instruments. Alpha values of greater than 0.7 will be considered reliable (Javakol & Dennick, 2011).

3.7 Data collection Procedure.

Data collection procedure entails the approach the researcher takes to collect data which will be used in the study. Primary data was collected using questionnaires. Questionnaires were used because they enabled the researcher to collect information more easily and within reasonable time (Combo, 2006). They also provided high level of privacy to the respondents hence highly recommended. The questionnaires will be administered to private school owners and principals of private secondary schools in Machakos County.

3.8 Data Analysis.

This involves organizing and explaining the data after it has been collected.

The data will be analyzed using descriptive technique which will be conducted using statistical package for social sciences (SPSS) program. SPSS program will be in a position to handle huge amount of data and it has wide spectrum of statistical procedures which are designed for social sciences. It is also very effective. The data will be coded and entered into the program to help in generating descriptive statistics. Frequencies and percentage measures will be used. Descriptive statistical analysis will also be done for analysis.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents response rate, respondents' demographic data and descriptive statistics in line with the study objectives.

4.1.1. Response Rate

The research response rate is as outlined in Table 4

Table 4: Response Rate

Respondent category	Sample Size	Retuned sample	Percentage response
Principals	30	25	83
school owner	30	25	83
Total	60	50	0

The findings showed that out of the sample of 60 respondents, it was seen that the response rate was 83% for the respondent category. This was seen to adequately provide the necessary data for the study.

4.1.2 Demographic Data.

Table 5: Gender

Variable	Frequency	Percent
Male	31	62.0
Female	19	38.0
Total	50	100.0

The study found that the majority were males with 62% while the female respondents were 38% of the total sample. This implies that there were more male respondents than female respondents.

Table 6: Age bracket.

Variable	Frequency	Percent
18-35 years	17	34.0
35-50	14	28.0
50-60 years	13	26.0
Above 60 years	6	12.0
Total	50	100.0

Concerning respondents' ages, it was noted that majority with 34% were between 18-35

years while the lowest category with 12% were those above 60 years of age.

Table 7: Marital status

	Frequency	Percent
Divorced	5	10.0
Married	44	88.0
widowed	1	2.0
Total	50	100.0

The respondents' marital status showed that 88% were married, 10% divorced and finally

2% widowed.

4.2 Descriptive Analysis

4.2.1 Qualifications of school Principals

The first objective of the study was to establish the influence of qualifications of school principals on management of private secondary schools in Machakos County, Kenya.

Descriptive statistics were done and finding presented in Table 8.

Table 8: Qualifications of school Principals

Statement	Strongly disagree	Disagree	Agree	Strongly agree	Total
The owners of this school allow principals and teachers to attend in-service trainings.	7 14.0%	34 68.0%	7 14.0%	2 4.0%	50 100.0%
Qualifications of school principals influence management of private secondary schools.	2 4.0%	8 16.0%	21 42.0%	19 38.0%	50 100.0%

It was observed that 68% and 14% disagreed and strongly disagreed that the owners of this school allow principals and teachers to attend in-service trainings. On the other hand, 42% and 38% agreed and strongly agreed that qualifications of school principals influence management of private secondary schools.

4.2.2 Level of Education

Table 9: Level of education

Variable	Frequency	Percent
Tertiary/college	13	26.0
University	37	74.0
Total	50	100.0

The study found that 74% of the sampled respondents had university education whereas 26% had Tertiary/college education. This implies that they had knowledge on management practices on schools.

4.2.3 Academic Qualifications

Table 10: Highest academic qualifications

Variable	Frequency	Percent
Diploma in education	10	20.0
degree in education	25	50.0
BA/BSC with PGDE	12	24.0
Master's in education	3	6.0
Total	50	100.0

The academic qualification of the respondents showed that 50% had degree in education, 20% with Diploma in education. Finally, those with BA/BSC with PGDE and Master's in education were 24% and 6% respectively.

4.2.4 Teaching Experience

Table 11: Teaching experience

Variable	Frequency	Percent
0-10 years	16	32.0
10-20 years	16	32.0
20-30 years	13	26.0
above 30 years	5	10.0
Total	50	100.0

It was established that respondents with teaching experience between 0 and 20 years were 64% of the total sampled population. Moreover, those that were above 30 years were 10% of the sampled population.

4.3 Sources of finance on Management of private Secondary Schools

The second objective of the study was to establish the influence of sources of finance on management of private secondary schools in Machakos County, Kenya. The study

Table 12: The main source of working capital in your school

Variable	Frequency	Percent
School fees	30	60.0
bank loans/overdraft	20	40.0
Total	50	100.0

The main source of working capital in the schools sampled include School fees (60%) while other sources is from bank loans/overdraft (40%)

Table 13: The main source of working capital in your school.

Variable	Frequency	Percent
School fees	36	72.0
Scholarships	2	4.0
Bursaries	12	24.0
Total	50	100.0

The main source of working capital as identified by the respondents include school feed(72%), bursaries(24%) and scholarships

Table 14: Major funding

Statement	Strongly disagree	Disagree	Agree	Strongly agree	Total
Some students in your school are on scholarship programs	2 4.0%	17 34.0%	25 50.0%	6 12.0%	50 100.0%
Your school gets financial help from N.G.OS.	1 2.0%	36 72.0%	5 10.0%	8 16.0%	50 100.0%
The government of Kenya offers financial support to your school	20 40.0%	28 56.0%	2 4.0%	0 0.0%	50 100.0%

It was established that 50% and 12% of respondents agreed and strongly agreed that some students in their school were on scholarship programs. However, 72% and 2% disagreed and strongly disagreed that their schools get financial help from N.G.OS. Similarly, it was reported by 56% and 40% who respectively disagreed and strongly disagreed that the government of Kenya offers financial support to their schools.

4.4 Working Relationships between School owners and School Principals

The Third objective of the study was to determine the influence of working relationships between school owners and school principals on management on private secondary schools in Machakos County. The finding is as presented below.

Table 15: Period you worked in this school

Variable	Frequency	Percent
0-2 years	11	22.0
2-4 years	20	40.0
4-6 years	16	32.0
6 years and above	3	6.0
Total	50	100.0

The study found that 40% of respondents had work experience between 2-4 years, followed by 32% who had 4-6 years. The least working experience were those with 0-2 years and below.

Table 16: Relations with the school owner.

Variable	Frequency	Percent
Strongly disagree	14	28.0
Disagree	29	58.0
Agree	7	14.0
Total	50	100.0

It was discovered that 58% of respondents disagreed that they were relatives or close friends to the school owner while only 14% agreed to the statement.

4.4.3 Supervision of Employees

The owners of the schools were asked to indicate how often did they supervise the work of all your employees in the school. The findings is shown below

Table 17: Frequency of supervision of all employees in the school

Period	Frequency	Percent
In less than 5 days	29	58.0
every month	18	36.0
in every six months	3	6.0
Total	50	100.0

The study found that 58% carried supervision at least for five days. This view was followed by 36% who carried out the supervision every month. The least were 6% who conducted the supervision in every six months.

Table 18: How is the working relationship between you and your employer

Variable	Frequency	Percent
Professional	38	76.0
Friendly	12	24.0
Total	50	100.0

It was noted that 76% of respondents indicated that they had a professional and friendly (24%) working relationship between them and your employer.

4.5 Government Policies

The forth objective of the study was to establish the influence of government policies on management of private schools in Machakos County.

4.5.1 Nature of policies

Statement	Strongly disagree	Disagree	Agree	strongly agree	Total
The 100% transition policy has benefited private secondary schools in terms of enrolment to form one.	0	4	29	17	50
	0.0%	8.0%	58.0%	34.0%	100.0%
Do government policies of Kenya address issues concerning private secondary schools.	3	34	10	3	50
	6.0%	68.0%	20.0%	6.0%	100.0%

The study revealed that up to 58% and 34% of respondents agreed and strongly agreed that the 100% transition policy has benefited private secondary schools in terms of enrolment to form one with only 8% disagreeing. However, 68% and 6% disagreed those government policies of Kenya address issues concerning private secondary schools

4. 5.2 Students selection criteria

Statement	Unfair	Fair	Good	very good	Total
What is your view on selection criteria of form ones by the ministry of education in regards to private schools?	18	21	10	1	50
	36.0%	42.0%	20.0%	2.0%	100.0%

It was observed that 20% and 2% reported that the selection criterion of form ones by the ministry of education in regards to private schools was good and very good respectively. However, 42% reported that it was fair and while 36% aver that the criteria was unfair.

4.6 General Management

Table 19: Population category of learners

Variable	Frequency	Percent
Valid		
Few	2	4.0
Moderate	37	74.0
Large	11	22.0
Total	50	100.0

Regarding population of learners, the study found that 74% had moderate number of learners, followed by 22% with large number of students. Finally only 4% reported that they had few students in their school.

Table 20: The student population

Statement	Increased	Decreased	Total
Over the years, has the number of learners increased or decreased.	17 34.0%	33 66.0%	50 100.0%

The findings suggested that 66% reported that over the years, the number of learners has decreased while 34% reported an increase in their school. This mean that there could be factors influencing management of private secondary schools in Machakos County.

Table 21: Teacher Turnover

Statement	Strongly disagree	Disagree	Agree	strongly agree	Total
Teacher turn over is high in my school	4 8.0%	15 30.0%	25 50.0%	6 12.0%	50 100.0%

Regarding teacher turnover, 50% and 12% of respondents agreed and strongly agreed that Teacher turnover is high in my school. This could be as a result of the way they were treated in the respective schools. This also could affect performance of students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Introduction

This chapter presents a summary of the key findings. After which a conclusion and recommendations is made basing on the study objectives.

5.1.1 The influence of qualifications of school principals on management of private secondary schools

It was observed that 68% and 14% disagreed and strongly disagreed that the owners of this school allow principals and teachers to attend in-service trainings. On the other hand, 42% and 38% agreed and strongly agreed that qualifications of school principals influence management of private secondary schools.

The academic qualification of the respondents showed that 50% had degree in education, 20% with Diploma in education. Finally, those with BA/BSC with PGDE and Master's in education were 24% and 6% respectively. It was established that respondents with teaching experience between 0 and 20 years were 64% of the total sampled population. Moreover, those that were above 30 years were 10% of the sampled population.

5.1.2 The influence of sources of finance on management of private secondary schools

The main source of working capital in the schools sampled include School fees (60%) while other sources is from bank loans/overdraft (40%). The main source of working capital as identified by the respondents include school feed(72%), bursaries(24%) and scholarships. It was established that 50% and 12% of respondents agreed and strongly agreed that some students in their school were on scholarship programs. However, 72% and 2% disagreed and strongly disagreed that their schools get financial help from N.G.OS. Similarly, it

was reported by 56% and 40% who respectively disagreed and strongly disagreed that the government of Kenya offers financial support to their schools.

5.1.3 The influence of working relationships between school owners and school principals on management on private secondary schools

It was discovered that 58% of respondents disagreed that they were relatives or close friends to the school owner while only 14% agreed to the statement. The study found that 58% carried supervision at least for five days. This view was followed by 36% who carried out the supervision every month. The least were 6% who conducted the supervision in every six months. It was noted that 76% of respondents indicated that they had a professional and friendly (24%) working relationship between them and your employer

5.1.4 The influence of government policies on management of private schools

Concerning government policies, the study revealed that up to 58% and 34% of respondents agreed and strongly agreed that the 100% transition policy has benefited private secondary schools in terms of enrolment to form one with only 8% disagreeing. However, 68% and 6% disagreed those government policies of Kenya address issues concerning private secondary schools. Furthermore, it was observed that 20% and 2% reported that the selection criterion of form ones by the ministry of education in regards to private schools was good and very good respectively. However, 42% reported that it was fair and while 36% aver that the criteria was unfair.

Vis-à-vis general management, the study found that 74% had moderate number of learners, followed by 22% with large number of students. Finally only 4% reported that they had few students in their school. Additionally, the findings suggested that 66% reported that over the years, the number of learners has decreased while 34% reported an

increase in their school. This means that there could be factors influencing management of private secondary schools in Machakos County. Finally, with reference to teacher turnover, 50% and 12% of respondents agreed and strongly agreed that Teacher turnover is high in my school. This could be as a result of the way they were treated in the respective schools. This also could affect performance of students.

5.2 Conclusion

The study concludes that qualifications of school principals together with teaching experience are critical for proper management of schools. Moreover, the source of funding in private schools should be expended by the government and other NGOs in order to enhance smooth running of the school. Furthermore, private schools need to improve on working relationships between school owners and the staff . Finally, the 100% transition policy has benefited private secondary schools in terms of enrolment to form one

5.3 Recommendations

The study recommends that:

- i. Qualifications of school principals should be followed strictly in order to promote management on private secondary schools
- ii. Private schools should be allocated grants and other development funds in order to enhance proper management on private secondary schools
- iii. Working relationships between school owners and school principals should be that of professional relations in order to improve proper management on private secondary schools

iv. Government policies should be developed that promotes management on private secondary schools

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APPENDIX I: INTRODUCTION LETTER

MILKA KOKI MULI

P.O BOX 10-90130

NUNGUNI

TELL; 0720843074.

E-MAIL-kokymilka769@gmail.com.

Dear respondent,

My name is Milka Koki Muli and I am a PGDE (post graduate diploma in education) student at the University of Nairobi. The attached questionnaire is aimed at assessing the “Factors influencing management of private secondary schools in Machakos County, Kenya”. This study is for academic purposes only.

The results of this research will be completely confidential and no identification data will be collected. Some of the questions asked may be personal and I hope they will be okay with you. Please seek clarification where you do not understand.

Thank you in advance for your co-operation. Your genuine response will be appreciated.

Yours faithfully,

Milka Koki Muli

APPENDIX 11:QUESTIONNAIRE FOR SCHOOL PRINCIPALS.

Instructions: please tick or fill in the appropriate answer in the spaces provided.

Section A. Demographic Information.

1. Please indicate your gender.

(I) male ()

(ii) Female ()

2. Please indicate your age bracket.

(I) 18-35 years ()

(ii) 35-50 ()

(iii) 50-60 ()

(iv) Above 60()

3. What is your marital status?

(I) single ()

(ii) Divorced ()

(iii) Married ()

(IV) widowed ()

(B) QUALIFICATIONS OF SCHOOL PRINCIPALS.

1. Qualifications of school principals influence management of private secondary schools.

i) Strongly disagree ()

(iii) Agree ()

ii) Disagree ()

(IV) strongly agree ()

2. What is your level of education?

(I) primary ()

(ii) secondary ()

(iii) Tertiary/college ()

(IV) university ()

3. What are your highest academic qualifications?

(I) Diploma in education ()

(ii) degree in education ()

(iii) BA/BSC with PGDE ()

(IV) masters in education ()

4. How long is your teaching experience?

(I) 0-10 years ()

(ii) 10-20 years ()

(iii) 20-30 years ()

(IV) above 30 years ()

5. The owners of this school allow principals and teachers to attend in-service trainings.

I) strongly disagree ()

(iii) Agree ()

ii) Disagree ()

(iv) strongly agree ()

(C) SOURCES OF FINANCES IN PRIVATE SECONDARY SCHOOLS.

(6) Identify the main source of working capital in your school.

(I) School fees ()

(ii) bank loans/overdraft ()

(iii) Community trust fund ()

(IV) any other (), name: _____

7. Identify any other sources of working capital apart from the one mentioned in number

(6)

8. The government of Kenya offers financial support to your school

(I) strongly agree ()

(ii) agree ()

(iii) Strongly disagree ()

(IV) disagree ()

9. Your school gets financial help from N.G.OS.

(I) strongly agree ()

(ii) agree ()

(iii) Strongly disagree ()

(iv) disagree ()

10. Some students in your school are on scholarship programs.

(I) strongly agree ()

(ii) agree ()

(iii) Strongly disagree ()

(iv) disagree ()

(D) WORKING RELATIONSHIPS BETWEEN PRINCIPALS AND PRIVATE SCHOOL OWNERS.

11. For how long have you worked in this school?

(I) 0-2 years ()

(ii) 2-4 years ()

(iii) 4-6 years ()

(iv) 6 years and above ()

12. You are a relative or close friend to the school owner.

(I) strongly agree ()

(ii) agree ()

(iii) Strongly disagree ()

(iv) disagree ()

13. How is the working relationship between you and your employer?

(I) professional ()

(ii) unprofessional ()

(iii) Friendly ()

(iv) not friendly ()

(E) GOVERNMENT POLICIES AND THEIR EFFECTS ON MANAGEMENT.

14. Do government policies of Kenya address issues concerning private secondary schools.

(I) strongly agree ()

(ii) Agree ()

(iii) Strongly disagree ()

(iv) disagree ()

15. What is your view on selection criteria of form ones by the ministry of education in regards to private schools?

(I) very good ()

(ii) Good ()

(iii) Fair ()

(iv) unfair ()

16. The 100% transition policy has benefited private secondary schools in terms of enrolment to form one.

(I) strongly Agree ()

(ii) agree ()

(iii) Strongly disagree ()

(iv) disagree ()

(F) GENERAL MANAGEMENT QUESTION OF PRIVATE SCHOOLS.

1. Over the years, has the number of learners increased or decreased.

(i) Increased ()

(ii) decreased ()

2. Teacher turnover is high in my school

(I) strongly Agree ()

(ii) agree ()

(iii) Strongly disagree ()

(iv) disagree ()

3. Please indicate the mean performance of this school in the last 5 years

.....

End thank you!

APENDIX III: QUESTIONNAIRE FOR SCHOOL OWNERS

Instructions: please tick or fill in the appropriate answers in the spaces provided.

SECTION A: DEMOGRAPHIC INFORMATION.

1. What is your gender?

(i) Male ()

(ii) female ()

2. Indicate your age in the appropriate box.

(i) Less than 25 years ()

(iii)36-50 years ()

(ii) 26-35years ()

(iv)50 and above ()

3. How old is your school.

(i) 0-10 years ()

(iii)20-30 years ()

(ii) 10-20 years ()

(iv)over 30 years ()

SECTION B: QUALIFICATIONS OF SCHOOL PRINCIPALS.

4. Qualifications of school principals have an influence on management of private secondary schools.

(i)Strongly disagree ()

(iii) Agree ()

(ii)disagree ()

(iv) Strongly agree ()

5. You prefer to employ principals with which level of education?

(i) Primary ()

(iii) colleges/tertiary()

(ii) Secondary ()

(iv)university ()

6. What is your principals highest academic qualifications

ii)disagree ()

(iv) Strongly agree ()

11. Identify the main source of working capital in your school.

(i) School fees ()

(iii) scholarships ()

(ii) Bursaries ()

(iv) government funds ()

Identify any other apart from the one identified in number 11. Above.

(D) WORKING RELATIONSHIP BETWEEN PRINCIPALS AND SCHOOL OWNERS.

12. Have you at any time employed relatives or close friends as principals in your school?

i)Strongly disagree ()

(iii) Agree ()

ii)disagree ()

(iv) Strongly agree ()

13. How often do you supervise the work of all your employees in the school?

(i) in less than 5 days()

(iii)in every six months ()

(ii) every month ()

(iv) in a year or more ()

(E) GOVERNMENT POLICIES AND THEIR INFLUENCE ON MANAGEMENT OF PRIVATE SCHOOLS.

15. Do government policies of Kenya address issues concerning private secondary schools

(i) Strongly disagree ()

(iii) Agree ()

(ii) disagree ()

(iv) Strongly agree ()

16. What is your view on selection criteria of form ones by the ministry of education in regards to private schools?

(i) very good ()

(ii) Good ()

(iii) Fair ()

(iv) unfair ()

17. The 100% transition policy has benefited private secondary schools in terms of enrolment to form one.

(i) Strongly disagree ()

(iii) Agree ()

(ii) disagree ()

(iv) Strongly agree ()

(F) GENERAL MANAGEMENT QUESTION ON PRIVATE SCHOOLS.

1. What is the population of learners in your school. Write in figures.

2. Over the years, has the number of runners increased or decreased.

(i) Increased ()

(ii) decreased ()

4. Teacher turnover is high in my school

(I) strongly Agree ()

(ii) agree ()

(iii) Strongly disagree ()

(iv) disagree ()

5. Please indicate the mean performance of this school in the last 5 years

.....

End thank you!